DOCUMENT RESUME

ED 198 188 UD 020 875

TITLE Equal Employment Opportunity Affirmative Action. Definitions and Guidelines to Assist Administrators and Education Personnel in Fulfilling Their Responsibilities for Affirmative Action.
INSTITUTION Rhode Island State Dept. of Education, Providence.
PUB DATE May 79
NOTE 33p.: Some pages may be marginally legible due to reproduction quality of original document. For related documents see UD 020 874 and UD 020 876.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Guides: *Affirmative Action: Check Lists: Compliance (Legal): Elementary Secondary Education: Equal Education: *Equal Opportunities (Jobs): Federal Legislation: Females: Higher Education: Minority Groups: *Racial Discrimination: Rating Scales: *Sex Discrimination
IDENTIFIERS Rhode Island

ABSTRACT

The first section of this handbook defines terms and Federal regulations that deal with equal educational and employment opportunities, sex and racial discrimination, and affirmative action. The next two sections present current definitions of minority groups and fact sheets on sex and race discrimination with an emphasis on employment practices and trends in educational institutions. Included is a form for evaluating institutional sexism in organizational settings. The next section is devoted to a detailed checklist originally published by the Council on Interracial Books for Children for rating racism and sexism in schools. The handbook concludes with a policy statement adopted by the Rhode Island Board of Regents. (MK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED198188

JUL 2 5 1980

EQUAL EMPLOYMENT OPPORTUNITY

AFFIRMATIVE ACTION

DEFINITIONS AND GUIDELINES

TO ASSIST ADMINISTRATORS AND

EDUCATION PERSONNEL IN FULFILLING

THEIR RESPONSIBILITIES FOR AFFIRMATIVE ACTION

FOR TECHNICAL ASSISTANCE OR

ADDITIONAL INFORMATION CONTACT:

OFFICE FOR CIVIL RIGHTS FOR EDUCATION

RHODE ISLAND DEPARTMENT OF EDUCATION

22 HAYES STREET

PROVIDENCE, RI 02908

277-2648

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ROBERT L. BAILEY IV, ACTING COORDINATOR

ANN L. DORSI, TITLE IX ADVISOR

UD020875

CONTENTS

Page No.

Definitions. 1

EEO/AA Key Words and Related Terms 3

Minority Classifications 10

Sexism and Racism. 11

Fact Sheet - Sexism and Racism 12

Rate your School for Racism and Sexism . . . 15

Activity Booklet Published by:

Council on Interracial Books for

Children.

The Board of Regents Policy on Equal

Employment Opportunity. 27

RHODE ISLAND DEPARTMENT OF EDUCATION
EQUAL OPPORTUNITY UNIT

DEFINITIONS

The following definitions are related terms used to describe some of the language associated with Equal Employment Opportunity and Affirmative Action.

Civil Rights Act of 1964

A comprehensive law establishing federal guarantees of civil rights in such areas as voting, public accommodations, use of public facilities, public education, benefits under federally assisted programs, employment. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Office for Civil Rights (OCR)

The office within the Department of Health, Education and Welfare (HEW) which is responsible for carrying out HEW's responsibility as a compliance agency for the affirmative action provisions of government contracts with institutions of higher education.

Title VI

In the context of equal opportunity, this reference is to Title VI of the Civil Rights Act of 1964. Title VI prohibits discrimination on the basis of race, color, or national origin in the provision of benefits or services under programs receiving federal financial assistance. Title VI applies to discrimination in employment only where the "primary objective" of the federal grants in question is to provide employment.

Title VII

In the context of affirmative action, this normally refers to Title VII of the Civil Rights Act of 1964, as amended. Title VII generally prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin, regardless of whether the employer is a contractor with the federal government. Title VII created the Equal Employment Opportunity Commission to enforce its provisions. Title VII was amended by the Equal Employment Opportunities Act of 1972, which strengthened the EEOC's enforcement powers and extended coverage of Title VII to government employers, faculty in higher education, and otherwise to greater numbers of employers and employees.

Age Discrimination in Employment Act of 1967

A federal law prohibiting employment discrimination by private employers against persons aged 40 to 70 on the basis of their age, except where age is a bona fide occupational qualification (BFOQ). The Age Discrimination in Employment Act is enforced by the Wage and Hour Division of the U.S. Department of Labor.

Executive Order 11246

The Presidential Executive Order signed in 1965 which requires a non-discrimination clause covering employment in all contracts with the federal government for more than $10,000. Employment discrimination by subcontractors is also prohibited by the Executive Order. In 1967 Executive Order 11246 was amended to include sex discrimination.

Executive Order 11375

See Executive Order 11246.

Title IX

Title IX of the Education Amendments of 1972 became effective July 21, 1975 with final date for compliance with the letter and intent of the law required by July 21, 1978. Title IX states that "no person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance".

Equal Pay Act of 1963

A federal law prohibiting unjustified pay differentials on the basis of sex in employment by covered private employers. The Act is enforced by the Wage and Hour Division of the U.S. Department of Labor.

EEO - 6 Report

The annual report which institutions of higher education with 15 or more employees will be required to file with the Higher Education Reporting Committee of the EEOC regarding the sex and minority status of the employees of the institutions, by job category and salary interval.

Equal Employment Opportunity

An employer's posture that all personnel activities will be conducted in a manner as to assure equal opportunity for all. Such activities will be based solely on individual merit and fitness of applicants and employees related to specific jobs and without regard to race, color, religion, sex, age, national origin, physical or mental disability, political affiliation, or other non-merit factors.

A system of employment practices within an employing organization or generally under which individuals are not excluded from participation, advancement, or benefits because of their race, color, religion, sex, national origin, or other factor which cannot lawfully be the basis for employment actions. An employment system in which neither intentional or

unintentional discrimination operates. The purpose of affirmative action is to achieve equal employment opportunity.

Affirmative Action Plan

The written document through which management assures that all persons have equal opportunities in recruitment, selection, appointment, promotion, training, discipline, and related managerial areas. The plan is specifically tailored to the employer's work force, available skills, and contains specific action with goals, timetables, responsibilities, and resources to meet identified needs. It is a results-oriented program designed to achieve equal employment opportunity rather than simply a policy to assure non-discrimination.

Affirmative Recruitment

Special recruitment efforts undertaken to assure that qualified minorities and women are well represented in the applicant pools for positions in which they have been excluded or substantially underutilized. Such efforts may include contacting organizations and media with known constituencies of minorities or women, and similar actions. Open job-posting and advertising and "equal opportunity employer" statements may be necessary in many situations simply as a matter of non-discrimination, rather than as measures of affirmative recruitment.

Discrimination, Systematic

The use of tests, job qualifications, and other employment practices which have the unintended effect of excluding minorities or women, or limiting their employment opportunities, which are not manifestly related to job performance, and which can be replaced by practices which do not have such adverse effect without unreasonable burden on the employer.

Job Qualifications

Under the U.S. Supreme Court's decision in Griggs V. Duke Power, job qualifications which have the effect of screening out minorities or

women at a greater rate than others must be proven by the employer to be closely related to job performance in the particular job to which the qualifications apply.

Job Specifications

Generally, a formal listing of functions and necessary qualifications for a position being newly created. In most cases, the development of job specifications is part of the process of modifying an existing position or creating a new one. Specifications which set forth greater levels of complexity or higher qualifications than are validly related to performance of a job may have discriminatory impact.

Disparate Effect

The tendency for a test, job qualification, or other employment practice to screen out or otherwise limit the employment opportunities of minorities or women at a greater rate than others.

Disparate Treatment

Employment practices, such as the use of tests or educational requirements, which are fair and neutral on their face, but which are applied or administered in an unfair manner. Allowing whites or males to be hired with less than an official passing test score or a required degree, but not making similar waivers for minorities or women, for example, would constitute unlawful disparate treatment, whether or not done with an intention to discriminate.

Upward mobility

Creation of conditions in which minorities and women can achieve advancement from lower positions to higher positions from which they have been excluded in the past. This is generally accomplished through efforts to eliminate discriminatory barriers and through training programs co-sponsored by employers and the government.

Adverse Impact

Adverse impact may be found when a selection process for a particular job results in the selection of members of any racial, ethnic, or sex group at a lower rate than members of other groups. Enforcement agencies will generally regard a selection rate for any group which is less than four fifths (4/5) or eighty percent of the rate for other groups as constituting evidence of adverse impact. (This provision is in the proposed "Uniform Guidelines on Employee Selection Procedures." Provision sometimes referred to as the 80% rule.) Depending on the size of the sample and other factors, however, the enforcement agencies would measure the adverse impact other than by the "80 percent rule." In a particular case, of course, the final arbiter of the question would be the federal court system.

Affected Class

A group of people with a common characteristic (race, sex, religion, national origin) who have been denied equal opportunity in violation of Title VII of the Civil Rights Act of 1964. This denial may occur at any step in the employment process: recruitment, placement, promotion, compensation, shift assignment, or others.

Griggs V. Duke Power

The U.S. Supreme Court decision of March, 1971, in which it was decided that employment tests or qualifications which screen out minorities or women at a greater rate than others cannot be used unless the employer proves that the screening device in question is manifestly related to the job for which it is used.

Charging Party

The party who charges that he or she has been discriminated against.

Respondent

The party (employer, union, employment agency, etc.) charged by a charging party with having discriminated in violation of Title VII or a parallel federal, state or local law or regulation.

Conciliation

The process by which the EEOC is required by Title VII to attempt to settle a complaint of discrimination through agreement with the respondent, after a finding of reasonable cause and before bringing a civil action.

Word of Mouth Recruitment

Generally in EEO matters, the reference is to the practice by an employer of relying on exclusively word of mouth recruitment among present employees, who are predominantly non-minority, as a means of securing applicants for employment. Because of its adverse effect on minorities such a practice has been found unlawful. A similar practice in academic employment is the informal job network, or "Old Boy System," which can be seen as excluding women.

Rehabilitation Act of 1973

A federal law providing for the federal funding of rehabilitation services for handicapped persons and requiring affirmative action in their employment by covered federal government contractors. Affirmative action plans for handicapped persons are not required to include goals and timetables.

Handicapped

A handicapped individual means any person who (1) has a physical or mental impairment which substantially limits one or more of such a person's major life activities; (2) has a record of such impairment; or (3) is regarded as having such an impairment.

Qualified Handicapped Person

With respect to employment, a handicapped person who, with reasonable accommodation, can perform the essential functions of the job in question.

Protected Classes

As popularly used, the term refers to minority groups whose members have been subject to large scale employment discrimination in recent years and to women. Title VII, however, protects any person--including a white male--who is discriminated against because of his or her race, color, religion, sex, or national origin. Handicapped, persons between the ages of 40 and 65, and Vietnam Veterans are protected classes under other laws and regulations.

Work Force Analysis

"...A listing of each job title as appears in applicable collective bargaining agreements or payroll records (not job group) ranked from lowest paid to highest paid within each department or other similar organizational unit including departmental or unit supervision." Such an analysis, required under Revised Order No. 4, must be set forth in a manner showing the normal lines of progression as well as the sex and minority status of the incumbents in all positions.

Goals and Timetables

Numerical projections an employer makes of the representation of minorities and women are likely to achieve in positions in which they have been underutilized, if the employer applies good faith effort to assure that all aspects of the employer's affirmative action plan are made to work. Goals and timetables are not quotas.

Good Faith Effort

An employer's broad and active efforts to assure that all aspects of its affirmative action plan work together as a whole. The projected results of such efforts are required to be measured by goals and timetables.

Applicant Flow

The number of applicants applying for a particular job over a given period of time, analyzed by sex and minority characteristics.

Minority

For EEO official reporting purposes, and for purposes of the work force analysis required by U.S.O.E., the term "minority" includes Blacks, Hispanics, American Indians or Alaskan Native, Asian or Pacific Islander.

Sex Discrimination

In employment exclusion or disparate or unfavorable treatment of an individual because of his or her sex. Sex discrimination against men or women may be either intentional or systemic.

Discrimination

In Equal Employment Opportunity Law, an act or acts the effects of which are adverse to the employment opportunities of one or more individuals because of their race, color, religion, sex or national origin or other factors which under particular law may not be considered as a basis for employment actions. Unlawful discrimination generally may be either intentional or unintentional.

CURRENT DEFINITIONS OF MINORITIES

The following definitions are in compliance with those set by the United States Equal Opportunities Commission in 1978 and the State of Rhode Island Equal Opportunity Office.

The following groups are to be used when determining race/ethnic designations and are the only groups to be considered minorities:

BLACK - (Not of Hispanic origin) -- All persons having origins in any of the Black racial groups.

* WHITE - (Not of Hispanic origin) -- All persons having origins in any of the original peoples of Europe, North Africa, the Middle East or the Indian subcontinent.

HISPANIC - All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

ASIAN OR PACIFIC ISLANDER - All persons having origins in any of the original peoples of the Far East, South East Asia, or the Pacific Islands; i.e. China, Japan, Korea, Phillipine Islands and Samoa.

AMERICAN INDIAN OR ALASKAN NATIVE - All persons having origins in any of the original peoples of North America.

"PROTECTED GROUPS" - Members of Minority Groups, Women, Handicapped (physical and mental).

* WHITE -- is not considered a minority group.

DEFINITIONS OF SEXISM

SEXISM IS: Any attitude, action or institutional structure which subordinates a person or group because of their sex. -OR-

Any assignment of roles in society on the basis of sex. -OR-

Exploitation of females, individually or as a group, by males.

SEXISM CAN BE: Individual, cultural or institutional. -AND-

Intentional or unintentional.

EXAMPLES OF SEXISM

INDIVIDUAL SEXISM: "After you, Ma'am."
"That's a woman driver for you."
"Billy, please carry the movie projector. Sally, you wash the blackboard."

CULTURAL SEXISM: "Our textbook is, MEN WHO MADE AMERICA GREAT."
"Do you want the baby blanket in pink or blue?"
"The erector set is for John and the Barbie doll for Jill."

INSTITUTIONAL SEXISM: "We're not sexist, we just hire and promote the most experienced people."
Presidents of industry, boards of directors of universities, heads of medical associations and Presidents of the U.S.A. have been, and still are, almost all male (and white).
Working women earn an average of 58% of what working men earn.

RANDOM THOUGHTS ON SEXISM AND RACISM

WHITE WOMEN ARE: Oppressed (by males) but they are also oppressors (of Third World women and men).

POOR WHITE WOMEN ARE: Doubly oppressed (because of their sex and because of their class).

THIRD WORLD WOMEN ARE: Doubly oppressed (by racism and by sexism).

POOR THIRD WORLD WOMEN ARE: Triply oppressed (by race, sex and class). A *very* large proportion of Third World women are poor . . .

Racism helps maintain a ready pool of cheap, underpaid labor which is profitable—to some—in our economic system. This pool of cheap labor is utilized as potential competition to white labor, and keeps white wages lower than would otherwise be.

SEXISM—LIKE RACISM—IS PROFITABLE **Sexism** may be basic to the survival of our present economic system because it provides both cheap and *unpaid* labor. Women do the same work as men do for about 42% less money. And millions of women do unpaid household work which would be worth about $10,000 per woman per year, if it were paid for. This free labor maintains the present labor force, creates the next generation's labor force and cares for the old, worn out labor force—all without cost to the employers.

EDUCATION

MALE CONTROL

Women constitute less than 13% of schoolboard members.
Women's National Education Fund, 1975

Women represent 15% of all public school administrators,
13% of all public school principals.
INTEGRATED EDUCATION, Sept./Oct., 1977

Only 7% of the nation's high school principals are women, compared to 10% in 1965.
WEECN NETWORK NEWS AND NOTES, June, 1978

Women represent one-tenth of one percent of school superintendents.
PEER PERSPECTIVE, November, 1977

TEACHERS

Women represent 67% of all public school teachers.
97.9% of pre-school teachers.
84.3% of elementary teachers.
48.3% of secondary teachers.
Resource Center for Sex Roles in Education, 1975

OREGON

Men hold 42% of the teaching posts in Oregon public schools. Twenty-four women and 1,447 men hold line administrative posts in the State.
SEX EQUITY IN EDUCATIONAL LEADERSHIP, December, 1977

NEW YORK CITY

1975-76, Percent Female Staff by School Level

	Elementary	JHS/HS	Acad. HS	Voc. HS	Total
Principals	28.1%	15.6%	11.8%	4.3%	23.3%
Assistant Principals	43.3	16.0	25.8	24.0	28.2
Teachers	80.1	43.0	43.8	32.7	60.1
Other Professional Staff	72.3	41.1	56.8	51.4	57.6

N.Y. State Education Department, 1977

HIGHER EDUCATION ADMINISTRATION

Only about 1% of all the presidents of public four-year colleges and public and private universities are women. This year, none of the 65 presidents of private universities is a woman.
WOMEN'S STUDIES NEWSLETTER, Spring, 1978

Of the more than 2,500 accredited institutions of higher education only 6% had women presidents and three-quarters of these were at church-related colleges.
MS., November, 1978

White men held about 79% of the administrative positions at over 1,000 colleges and universities surveyed in 1977. White women held 14%, minority men held 5% and minority women held under 2%.
College and University Personnel Association, 1977

WOMEN'S COLLEGES

Women hold 52% of the administrative jobs at women's colleges, compared with 11% at white coeducational colleges. However, at women's colleges, white men hold more than two-thirds of the chief executive and top-level positions.

WOMEN'S STUDIES NEWSLETTER, Spring, 1978

ADMINISTRATORS

Since 1972, the number of chief women business administrators in higher education has remained at 5%. Women hold 18% of all deanships.

NEW YORK TIMES, 4 8 78

Of 58 accredited graduate library programs in the U.S., about 80% are headed by men, even though 82% of librarians are women.

American Library Association, March, 1977

ADMINISTRATORS' PAY DISPARITIES

1977 data shows that women in university administration are paid four-fifths as much as men with the same job titles at the same type of institution.

WOMEN'S STUDIES NEWSLETTER, Spring, 1978

DEANS

Female deans of arts and sciences earn about 87.8% as much as similar males in public institutions, but only about 78.8% as much as similar males in private institutions.

Project on the Status and Education of WOMEN, Fall, 1978

"Affirmative Action Officer" is the only administrative position that has sizeable female and minority representation, but men are paid more than women.

COLLEGE FACULTIES

The proportion of women on college faculties has hovered around 21% since 1960—a lower share than women held in 1930.

In 1976 the proportion of women at top levels was virtually the same as in 1960: under 10% for full professors and about 17% for associate professors.

Women hold 24.3% of *all* full-time faculty jobs. They hold almost 34% of the faculty jobs at two-year colleges, only 17.9% of the faculty jobs at universities and only 11% of the tenured faculty jobs at universities.

Percentage of Degrees Earned by Women vs Percentage of Women Faculty

	Bachelor's Degree	Master's Degree	Doctorate	On Faculty
1960	35.2%	32.0%	10.2%	24.0%
1976	45.6	46.4	22.9	24.0

MS., November, 1978

28% of female faculty and 62% of male faculty were in the upper two ranks in 1977.

ON CAMPUS WITH WOMEN, June, 1978

TENURED FACULTY

Women are 24.3% of all college faculty and 18.3% of all tenured college faculty.

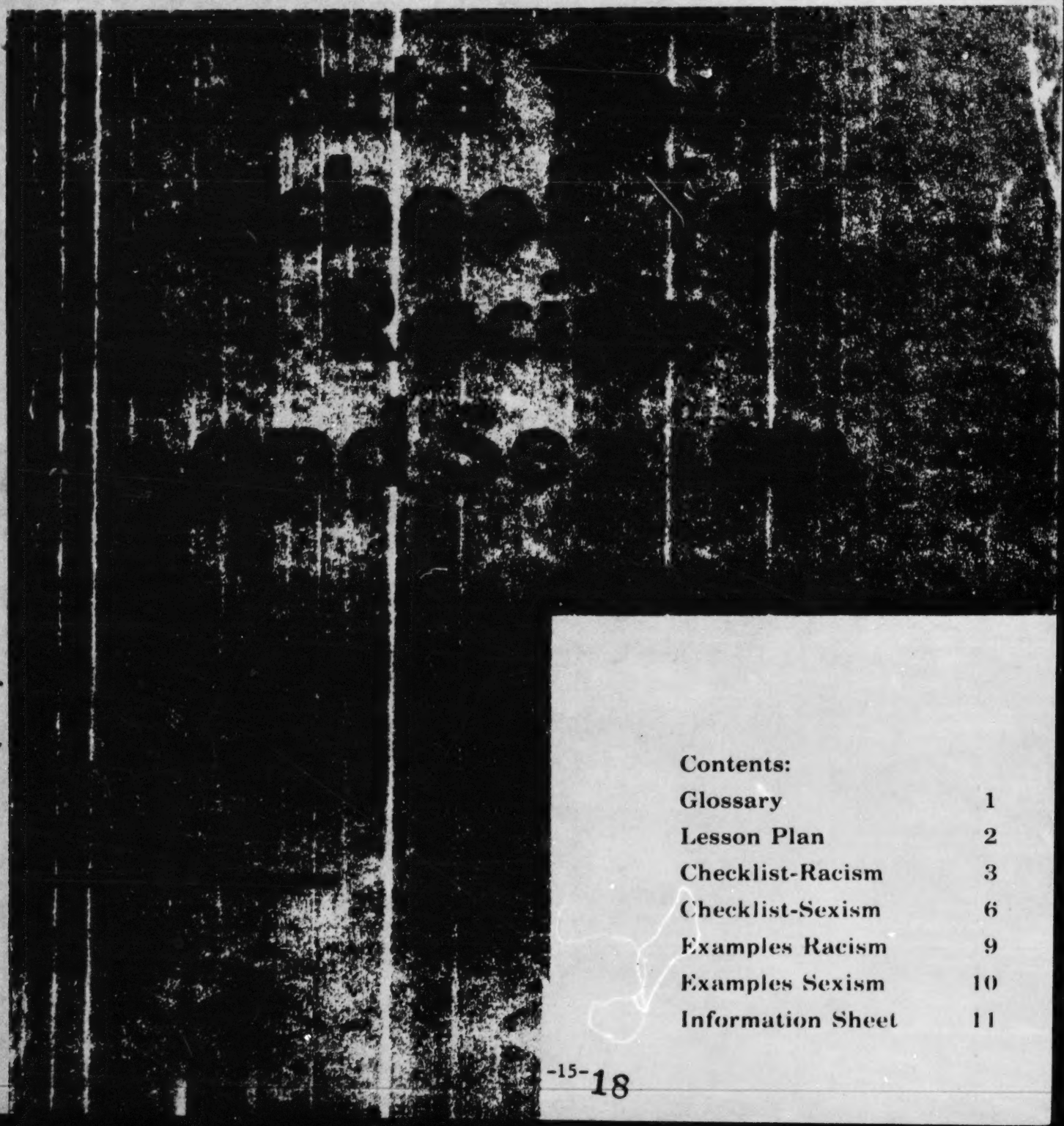
Professors	9.6%	9.3% tenured
Associate Professors	17.1%	16.9% tenured
Assistant Professors	28.8%	32.7% tenured
Instructors	40.6%	32.0% tenured
Lecturers	41.4%	40.6% tenured

MS., November, 1978

CHECK OUT YOUR OWN FIRM, SCHOOL OR OFFICE FOR INSTITUTIONAL SEXISM

	Percent White Male	Percent White Female	Percent Minority Male	Percent Minority Female
How many employees are:				
How many secretaries are:				
How many administrators are:				
How many forepersons are:				
How many cleaning people are:				
Who makes policy decisions?				
Who does hiring and firing?				
Who decides on promotions?				
Who earns *top* wages?				
Who earns next high wages?				
Who earns median wages?				
Who earns near low wages?				
Who earns *lowest* wages?				

CHECKLIST



Contents:

Glossary	1
Lesson Plan	2
Checklist-Racism	3
Checklist-Sexism	6
Examples Racism	9
Examples Sexism	10
Information Sheet	11

GLOSSARY

RACISM is "Any attitude, action or institutional structure which subordinates a person or group because of their color . . . Racism is not just a matter of attitudes; actions and institutional structures can also be a form of racism." U.S. Civil Rights Commission

Racism can be manifested individually, institutionally and culturally, and is equally oppressive in its effects, whether it is intentional or unintentional.

SEXISM is any attitude, action or institutional structure which subordinates a person or group because of their sex. Sexism is not just a matter of attitudes; actions and institutional structures can also be a form of sexism.

Sexism can be manifested individually, institutionally and culturally, and is equally oppressive in its effects, whether it is intentional or unintentional.

ASSIMILATION The myth of American society as a "melting pot" infers that a variety of races, cultures and people have mixed together, lost their uniqueness and formed a whole new American culture. In reality, various racial and ethnic cultures remain, but are denied validity by the dominant, white, middle-class culture. Robert Terry* writes that, "Domination is the arbitrary and one-way assertion of authority by one person, group, institution or culture over another person, group, institution or culture . . . Decision-making is reserved for a few rather than being widely distributed." In order to succeed or enter the "mainstream" of society, individuals from various racial and ethnic groups have been forced to deny their cultures and adopt the dominant, white, middle-class standards, values, norms and behaviors.

*Robert Terry, *For Whites Only*, Wm. B. Eerdmans Publ. Co., Grand Rapids, 1971

DESEGREGATION The process of physically transferring students from one school to another to lessen the racial isolation in the schools. As system-wide desegregation has increased, segregation *within* each school often continues or increases. Ability grouping and tracking are often used to resegregate students within a school. The suspension rate for Black students often increases dramatically in desegregated schools. Curricular changes to reflect the multi-racial, multi-cultural nature of the society are not necessarily part of the desegregation process, nor is staff retraining or staff integration. In fact, statistics show that in the South, the area with the "best" record of "desegregation," wholesale displacement of Black educators occurred as dual school systems were merged: an estimated 6,000 Black teachers and principals were dismissed and thousands more demoted while an estimated 25,000 white educators were hired or transferred to fill positions.

INTEGRATION Integration is erroneously used interchangeably with desegregation and, as practiced, has usually represented assimilation. We feel a correct definition would include meaningful participation of the third world parents and staff in decision-making, hiring, curriculum and all school policies and practices.

PLURALISM ". . . a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color and in many cases with different languages."

Badges and Indicia of Slavery: Cultural Pluralism Redefined, Blourock, Bowman and Pantoja, University of Nebraska, 1975

Pluralism demands an equitable distribution of resources, power and decision-making among all groups. Diversity of groups and cultures would be preserved and differences respected. Groups would collaborate with one another for common objectives, rather than one group dominating all the others.

THIRD WORLD Third World refers to people in the U.S. of African, Asian, Native American (Indian), and Latin American descent, as well as people of color throughout the world. The term was originated in the 1950's by the non-aligned nations as a way of describing themselves. It was meant to show they were neither part of the U.S./Western European bloc, nor were they part of the Soviet bloc, but represented a third force in the world. Third world people are a minority in the U.S., but are a majority of the world's population.

ETHNOCENTRISM A tendency toward viewing alien cultures with disfavor and a resulting sense of inherent superiority. (Webster's Third International Dictionary of the English Language, unabridged.)

Copyright © 1977 by the
Council on Interracial Books for Children, Inc.

Published by the
Racism and Sexism Resource Center for Educators
A Division of the
Council on Interracial Books for Children, Inc.
1841 Broadway, New York, N.Y. 10023

SCHOOL CHECKLIST FOR RACISM AND SEXISM

I *OBJECTIVE*
For participants to increase their awareness of the many forms of racism and sexism in education.

II *RATIONALE*
Since no school operating within a racist and sexist society can be free of these manifestations, examining one's own school can help each participant clarify what s/he would like to help change or improve.

III *TIME ALLOTMENT*
Variable. From two to ten class periods, plus advance information-gathering. Time depends on amount of discussion trainer wishes to encourage.

IV *MATERIALS*
Paper and pencil for participants and enclosed trainer's materials.

V *ACTIVITY*

1. Trainer reads enclosed materials.
2. Trainer, or assigned participants, gather statistics in advance for the information sheet (enclosed).
3. Trainer presents the information gathered to class. (National statistics in FACT SHEETS ON INSTITUTIONAL RACISM and ON INSTITUTIONAL SEXISM can be used as comparison.)
4. Vocabulary and definitions on the glossary sheet can be discussed in advance, or as questions arise, depending on the age and sophistication of the class or the group.

5a. Trainer introduces CHECKLIST and tells participants to listen to each numbered question read, and then write next to each number:

A—meaning, "Yes, always."
B—meaning, "Sometimes."
C—meaning, "Rarely."
D—meaning, "No, never."

Answers are to reflect each participant's own assessment of his or her school.

Or

5b. Participants may be divided into small groups to answer questions jointly.

6. When all questions have been answered—with or without discussion after each one—every participant tallies the number of A's, B's, C's and D's. If all participants are from the *same* school, trainer should see if there is any great divergence in tallies and—if so—allow discussion of differences. If participants represent *many* schools, then any wide divergence in school ratings should provoke discussion of what factors caused better scores at one school than at another.
7. If time is set aside to discuss change strategies, trainer should see that participants start with an analysis of the existing *power* set-up, existing *control of resources* and existing *decision-making* in their schools. After such an analysis, change should be structured around practical ways to achieve more equitable sharing of power and resources and more equitable decision-making for minorities and females.

VI *CAUTION*
If participants wish to work for change, stress the need to arrange for third world and feminist participation on goals and methods. It is also important that change be based upon *realistic* assessments of what can be tackled first, what support can be mustered, etc. Step-by-step organization for the goal decided upon is *at least* as important as a change agent's good intentions.

This SCHOOL CHECKLIST owes much to previous checklists produced by (1) the Civil Rights Commission (unpublished); (2) Integrated Education Associates; (3) the United Church Press; and (4) a very thorough checklist prepared by Dr. Claire Halverson for the EEO Center of the National College of Education.

CHECKLIST ON RACISM

	Yes, always	Sometimes	Rarely	No, never
COMMUNITY				
1. Are parent meetings held at suitable times for working parents to attend?	A	B	C	D
2. Is language used at meetings understandable to all parents or translated as necessary for some?	A	B	C	D
3. Are all parents made to feel welcome and comfortable when they visit a school?	A	B	C	D
4. Are parents of all racial groups encouraged to participate and contribute to school programs and learnings?	A	B	C	D
5. Are third world and poor parents represented as advisors to school board? To administrators of each school? To curriculum committee?	A	B	C	D
SCHOOL BOARD				
6. Does the school board reflect the racial and economic make-up of the community?	A	B	C	D
7. a. If board members are selected, are various racial and economic viewpoints involved in the selection process?	A	B	C	D
or				
b. If board members are elected, is it on a district basis that reflects the racial/ethnic and socioeconomic levels of the community, rather than on a city-wide basis in which a white, middle-class majority can predominate?	A	B	C	D
8. Does the school board encourage and facilitate meaningful participation of students and parents from all racial/ethnic and socioeconomic groups in decision-making?	A	B	C	D
9. Does school board get involved in community affairs related to housing, jobs, police and other matters directly tied to schools and racism?	A	B	C	D
10. Are the age, quality, facilities and maintenance of the school buildings which are attended by the greater proportion of third world students as good as those which are attended by a lesser proportion of third world students?	A	B	C	D
11. Is the per pupil expenditure the same for students from all racial/ethnic groups in all districts in your community? (This does not include ESEA Title I federal money.)	A	B	C	D
12. If not, do the schools that expend more money per student have a higher percentage of minority groups?	A	B	C	D
13. In negotiating contracts, is past discrimination against third world people recognized and compensated for in considerations of promotion or layoffs, rather than using seniority which results in "last hired, first fired" and counteracts affirmative action and equal employment efforts?	A	B	C	D
14. Does a good share of the school system's business contracts go to third world contractors and to contractors whose hiring and personnel policies encourage racial/ethnic and sexual equity?	A	B	C	D
ADMINISTRATION				
15. Is racial make-up of administrative and guidance staff similar to racial make-up of student body? If student body is mainly white, does administrative staff represent racial diversity of this nation?	A	B	C	D
16. Do third world administrators hold positions of general authority rather than mainly positions relating more specifically to special federal programs, minority concerns or minority relations?	A	B	C	D
17. Are administrators and teachers encouraged to live or participate in the community where they teach?	A	B	C	D
18. When new administrators are hired, is their ability to relate to the community one important qualification?	A	B	C	D
19. Do administrators place high priority on creating and enforcing policies and practices which are aimed at achieving cultural pluralism?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
20. Does the administration make decisions based on input from all students, parent and teacher viewpoints?	A	B	C	D
21. Are good academic grades for third world students a topic of serious concern?	A	B	C	D
22. Are school songs, symbols, decorations and holidays chosen to reflect all cultures and viewpoints?	A	B	C	D
23. Are school announcements sent in the language which parents can understand? Are parent meetings conducted or translated so parents can understand?	A	B	C	D
24. If busing is practiced for desegregation, are white students bused in equal numbers to blacks?	A	B	C	D
TEACHERS				
25. Is racial make-up of teaching staff similar to racial make-up of student body? If student body is mainly white, does racial make-up of teaching body reflect racial diversity of this nation?	A	B	C	D
26. When new teachers are hired, is strenuous effort made to find members of all racial minorities?	A	B	C	D
27. When teachers are interviewed for hiring, is it policy that the personnel committee contain third world staff and parents?	A	B	C	D
28. Are in-service courses required of entire teaching staff to enable them to increase their awareness of racism in our society, to acquaint them with the culture, history and viewpoints of racial minority groups? Is this true even if school is predominantly white?	A	B	C	D
29. Are teachers encouraged to learn to understand the language spoken by their students?	A	B	C	D
30. Do teachers clearly demonstrate that their behavioral and academic expectations are high for all students?	A	B	C	D
31. Do teachers routinely assign third world publications and authors for reading homework to all pupils?	A	B	C	D
32. Do teachers encourage diversity of values, styles and viewpoints, even when these run counter to teacher's own preferences?	A	B	C	D
33. Do teachers make special help accessible and comfortable for all students?	A	B	C	D
34. Do teachers encourage full participation in all classes and extra-curricular programs by third world students?	A	B	C	D
35. Do teachers contact administrators, school board and publishers to complain about stereotypes, bias and omission in materials and lack of multicultural materials?	A	B	C	D
36. Do teachers confront statements made by white students and other teachers that are racially or culturally biased or prejudiced?	A	B	C	D
GUIDANCE				
37. Are third world groups represented on the counseling staff in proportion to their representation in the student body, or, in predominantly white schools, in relation to their proportion in U.S. society?	A	B	C	D
38. Are guidance counselors required to attend in-service courses to enable them to increase their awareness of racism in our society, and to reexamine their views of racial/ethnic and culturally different students, including expected behavior traits, social mores, achievement potential, etc.? Is this true even if school is predominantly white?	A	B	C	D
39. Are students assigned guidance counselors who can communicate with students and parents in the language used at home?	A	B	C	D
40. Do guidance counselors arrange night hours to meet with working parents?	A	B	C	D
41. Do guidance counselors encourage high academic goals for students from all racial and income groups?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
42. Do guidance counselors provide those students who have decided to enter the work force after high school with effective career options rather than channeling them into low-paying service jobs?	A	B	C	D
STUDENTS				
43. Do students from all racial/ethnic groups have equal access to the school of their choice?	A	B	C	D
44. If IQ and/or standardized achievement tests are used, are they offered in the language in which each student is most proficient?	A	B	C	D
45. Are teachers, parents and students given a clear-cut explanation of the cultural and class bias inevitably built into all such tests?	A	B	C	D
46. Are student performance and interest given equal or greater emphasis than test scores in decisions to track students?	A	B	C	D
47. Are discussions with medical and psychiatric professionals, as well as with a child's parents, given equal or greater weight than IQ test scores in decisions to place students into EMR (mentally retarded) classes0	A	B	C	D
48. If your school maintains tracked classes, does the racial breakdown in each class roughly reflect the racial breakdown of the school student body?	A	B	C	D
49. Are students regularly moved from track to track, rather than frozen into the same track for most of their school life?	A	B	C	D
50. Is the proportion of third world students in both college-bound and vocational/commercial courses equal to the proportion of third world students in the school (or system)?	A	B	C	D
51. Are students in non-college courses provided counseling, training and worthwhile options that reflect changing economic and technical patterns in our society and lead to well-paying careers with good advancement potential?	A	B	C	D
52. Are students encouraged to learn to understand and respect each other's language, dialect or expressions?	A	B	C	D
53. Is bilingual, bicultural education available to all students who request it?	A	B	C	D
54. Do students feel that all discipline rules are fairly and equally applied?	A	B	C	D
55. Have third world students had input into creating discipline policies?	A	B	C	D
56. Is there a grievance procedure in which students feel free to bring complaints about racial matters to those having authority, whether they be student government, teachers or administrators?	A	B	C	D
57. Does the racial breakdown of students expelled or suspended reflect the racial proportions of the student body?	A	B	C	D
58. Are students encouraged to discuss school events and current events which relate to race?	A	B	C	D
59. Are they made to feel that their cultural group's dress and speech styles are as acceptable as are white middle-class styles?	A	B	C	D
60. Does food served in cafeteria reflect the tastes of all racial and ethnic groups?	A	B	C	D
61. Is care taken that students receiving free lunches are not made to feel self-conscious in any way?	A	B	C	D
62. Do poor students get some funds to participate in extra-curricular activities?	A	B	C	D
63. Does the school recognize the need for and facilitate the arrangement of self-segregation among students at times in the classrooms, extra-curricular activities and leisure periods?	A	B	C	D
64. Are all students encouraged to participate in extra-curricular activities such as drama, arts and crafts, musical groups, dance groups, athletics, and student government?	A	B	C	D
65. Do school groups and clubs include activities representing the diversity of racial and ethnic cultural contributions, to provide positive experiences for all students?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
CURRICULUM				
66. Are instructional materials as anti-racist as possible?	A	B	C	D
67. Does a curriculum committee, composed of school professionals, parent representatives, local minority and feminist group representatives, and student representatives (age permitting), screen all instructional materials prior to purchase?	A	B	C	D
68. When ideal materials cannot be found, are teachers trained to detect—and to guide their students to detect—both overt and subtle manifestations of racism? (and sexism?)	A	B	C	D
69. If materials aren't representative of our multi-racial, multi-cultural society, do teachers supplement them with materials that are?	A	B	C	D
70. Do materials, resources and media available in the library, media center and guidance offices reflect the racial and ethnic diversity of the nation, the contributions and achievements of third world people and project anti-racist images and concepts?	A	B	C	D
71. Do materials on classroom walls depict the racial diversity of this nation?	A	B	C	D
72. Is it a requirement that curriculum for all students present the true nature of both historical and present-day racism?	A	B	C	D
73. Is it a requirement that curriculum for all students include the culture, contributions and history of all racial groups? (and of women?)	A	B	C	D
74. Does the curriculum make room for open discussion of racial conflicts in the larger society, the community and the school?	A	B	C	D
75. Does the curriculum teach how minority values differ from dominant white values in our society? Are all values presented as equally valid?	A	B	C	D
76. Are students encouraged to mold their future by becoming active participants in working for social justice in the school and community?	A	B	C	D

CHECKLIST ON SEXISM

COMMUNITY

1. Are parents' meetings held at suitable times for working parents?	A	B	C	D
2. Are feminist groups in the community encouraged to assist the schools in combatting sexist practices?	A	B	C	D
3. Are poor and/or third world parents made to feel welcome to visit?	A	B	C	D
4. Do schools perceive both mothers and fathers as equally concerned and responsible for children, and communicate with both in notices, in requesting parent-teacher meetings, in encouraging parental involvement in school related affairs?	A	B	C	D
5. Do fathers participate equally in PTA activities such as organizing, planning events, record keeping, baking, etc.?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
SCHOOL BOARD				
6. Are half the members of Board female?	A	B	C	D
7. Do they represent all classes and races in the community?	A	B	C	D
8. When drawing up contracts, is past discrimination against women administrators recognized and compensated for in considerations of promotion or layoffs, rather than using seniority which results in "last hired first fired" and counteracts affirmative action and equal employment efforts?	A	B	C	D
9. Are fringe benefits such as retirement plans, maternity and/or family leave, insurance benefits, and sabbatical and training opportunities equal for females and males?	A	B	C	D
10. Does the school system attempt to direct its business contracts to female contractors and to contractors whose hiring and personnel policies encourage sexual equity?	A	B	C	D
11. Are all specialized, technical and academic schools in the district open to both females and males equally?	A	B	C	D
12. Are community feminist groups encouraged to present their concerns to the Board?	A	B	C	D
13. Has Board hired as many female as male Superintendents?	A	B	C	D
ADMINISTRATION				
14. Are women equally represented in the administrative positions of decision making and high salary in both the central administration and the individual schools (i.e., Assistant Superintendents, principals, assistant principals, etc.)?	A	B	C	D
15. Is input on feminist issues encouraged from students, teachers and parents?	A	B	C	D
16. Do administrators place high priority on creating and enforcing policies and practices which are aimed at achieving sexual equity and anti-sexist education?	A	B	C	D
17. Do school songs, holidays, symbols reflect anti-sexist concerns?	A	B	C	D
18. Are women invited to address assembly and graduation ceremonies?	A	B	C	D
19. Are curriculum materials in use carefully screened and teachers made aware of their sexism?	A	B	C	D
TEACHERS				
20. Are male teachers as numerous as female teachers in the primary and elementary grades?	A	B	C	D
21. Are female teachers employed in equal number to male teachers in high schools?	A	B	C	D
22. Are females "heads of departments" as often as are males?	A	B	C	D
23. Are in-service courses required of entire teaching staff to increase their awareness of sexism in our society, and to re-examine their views of behavior traits, role expectations, achievement potential, etc. in regard to female and male students?	A	B	C	D
24. Are the average salaries of female and male teachers the same?	A	B	C	D
25. Do teachers contact administrators, school board and publishers to complain about sex role stereotypes and bias in materials, and the lack of materials by and about women's significant role in our society?	A	B	C	D
26. Do teachers confront statements made by students and other teachers that are sexist or reflect stereotypes about females?	A	B	C	D
27. Do teachers discuss the implication of—and avoid using—terms like "man" or "mankind" to refer to people or humankind; "he" or "him" when referring to an unknown individual; "chairman" or "congressman" when referring to a chairperson or congressperson, etc.?	A	B	C	D
28. Do teachers avoid imposing such sex-role expectations of femininity and masculinity on children as "girls love reading and hate math and science," "boys shouldn't cry," or that boys can be loud and noisy while girls must learn to control themselves?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
29. Do teachers avoid separating females and males when forming class into lines, asking for student assistance in classroom duties?	A	B	C	D
GUIDANCE				
30. Are female counselors employed in equal numbers to male counselors?	A	B	C	D
31. Are counselors informed on the realities of sex discrimination in employment and in turn do they provide such information to all students?	A	B	C	D
32. Do counselors encourage and counsel female students to strive for skills and training that will equip them to compete for well-paying careers in *any* field, rather than assume that "most girls get married" after high school and don't join the work force?	A	B	C	D
33. Do guidance staff avoid sex role stereotyping in all advice given?	A	B	C	D
STUDENTS				
34. Are females encouraged in math, science, sports and industrial arts, and males in home economics and commercial classes?	A	B	C	D
35. Is similar behavior encouraged from girls as from boys?	A	B	C	D
36. Are females who are pregnant or unwed mothers encouraged to continue schooling?	A	B	C	D
37. Can girls and boys wear any comfortable, clean clothing they desire?	A	B	C	D
38. Are females and males equally encouraged to participate and equally represented in extra-curricular activities such as drama, arts and crafts, musical groups, dance groups, athletics and student government?	A	B	C	D
39. Do females have equal access—in terms of times available and equipment—to all athletic facilities in the school?	A	B	C	D
40. Does the school encourage athletic programs which are most conducive to co-educational practices?	A	B	C	D
41. Are equal amounts of money expended on boys' and girls' athletics?	A	B	C	D
CURRICULUM				
42. Are instructional materials as anti-sexist as possible?	A	B	C	D
43. When ideal materials cannot be found, are teachers trained to detect—and to guide their students to detect—both overt and subtle manifestations of sexism?	A	B	C	D
44. Does a curriculum committee, composed of school professionals, parent representatives (including minority and feminist groups) and student representatives (age permitting), screen all instructional materials prior to purchase for sexist stereotyping, omissions and distortions?	A	B	C	D
45. If materials omit the contributions and struggles of women in our society, does the teacher supplement them with materials that provide this information?	A	B	C	D
46. Is literature by women authors, literature about women, and literature with women as central characters in nonstereotyped roles equally represented in the curriculum?	A	B	C	D
47. Do materials on classroom walls depict males and females in nontraditional non-stereotyped roles?	A	B	C	D
48. Is a conscious effort made to bring in outside people—of all races—who counteract traditional sex roles? Female scientists, engineers, dentists and plumbers or male nurses, secretaries and house-husbands?	A	B	C	D
49. Does your library avoid special sections listed "especially for girls" or "especially for boys"?	A	B	C	D
50. Are new library purchases routinely screened for sexism?	A	B	C	D

EXAMPLES OF INSTITUTIONAL RACISM IN EDUCATION

BIASED, CURRICULA, TEXTBOOKS AND MATERIALS

In most American schools, materials have reflected the contributions, achievements, heritage and cultures of white, male Americans and have glossed over many of the negative and oppressive aspects of our society. The materials and curricula fail to present fully the viewpoints, achievements, cultures and experiences of Afro Americans, Puerto Ricans, Chicanos, Native Americans and Asian Americans. When included, information about people from these groups is often stereotyped, distorted or presented from an ethnocentric bias, i.e., using white, middle-class standards and norms to judge and describe others. This negatively affects the self-image of third world children and lowers their motivation for achievement. Such materials also distort white students' understanding of racism in their society as well as their self-image and image of people of color.

IQ TESTS

IQ tests, it is generally agreed, cannot possibly be culture-free and are not satisfactory measures of innate intelligence or achievement potential. Yet, educators have utilized them in just these ways and, on that basis, have defined a student's intelligence, capabilities, potential and achievement. This practice, which negatively affects all students, is particularly disadvantageous to third world students. IQ tests are standardized on white middle-class norms, values and experiences, and thus do not reflect the cultures, heritages, experiences and language of third world students. IQ tests are rarely given in the native language of students for whom English is a second language. Even the race of the person administering the tests has been shown to affect the outcome of third world students. In many school systems, the IQ of Black students *declines* as they progress through their "schooling." This fact indicts both the predictive powers attributed to IQs and, more importantly, is an indictment of an educational system that destroys the future of Black youth. A federal judge in California has ruled against the giving of IQ tests to Black students in the state if the tests do not reflect the cultural background of the students.

TRACKING

Tracking systems (often as a result of IQ scores) are one of the most oppressive practices in education. IQ, achievement tests and teacher expectations all combine to place a greatly disproportionate number of third world and economically poor students in lower tracks, and white middle-class students in upper tracks. Once in a low track, students generally remain there (self-fulfilling prophecy) with a lesser attempt by the school at skills development and academic achievement. Counselors, unconsciously reflecting personal bias and/or racist assumptions, often encourage third world students toward service, non-professional and manual labor fields, in which our society offers low status and low pay. The tracking system perpetuates the socioeconomic and racial stratification of the society as a whole, rather than providing youth with the supposed equal opportunity that has for so long been the image of American education. A federal judge in Washington, D.C. ruled the tracking system unconstitutional because of its discriminatory nature.

EMR (Educable Mentally Retarded) CLASSES

Studies have shown that Black students are disproportionately classified for EMR classes in arbitrary fashion. Mental retardation is often determined by the utilization of IQ scores, which are often low because of language barriers and which are racist in their applicability to poor and third world students. In many instances, students are placed in EMR classes solely on the basis of a single teacher's judgment or referral. Students classified as EMR have been found to do as well, or better, in regular classes as they do in special education classes. The longer youth remain in EMR classes, the lower their rate of achievement. A ruling by a federal judge in California in 1972 prohibited a San Francisco school district from placing students in EMR classes solely as a result of IQ scores.

INEQUITABLE SCHOOL FINANCING

Local school districts are funded, for the most part, by property taxes. Affluent communities, with expensive homes or a good deal of industry, can set a low property tax and collect more money per student than can a poorer community with a higher property tax, but less taxable property. Such inequitable funding perpetuates racial, class and socioeconomic divisions. The child, whose parents can afford a more wealthy community, receives a superior education to that of the child in the poorer community. Thus, their opportunities for future achievement of income, employment opportunity, power and status are affected, regardless of their individual capabilities. The high proportion of third world families who are poor guarantees that inequitable school funding will discriminate more heavily against their children than against others. Some state courts and legislatures have determined that local property tax funding is inequitable and must be either replaced or supplemented by statewide funding.

STUDENT SUSPENSIONAND DISCIPLINE

Third world students are disciplined, suspended and expelled in significantly greater proportion than are white students. This pattern has been documented in all parts of the nation and is especially marked in newly desegregated schools. The new term, "pushout," is one result of the arbitrary application of discipline, suffered by third world students. The application of different sanctions to Black and white students for the same incident, lack of uniform and defined disciplinary rules, indefinite suspensions, lack of due process and institutional bias, inherent in both school policies and personnel, are all aspects of this process. Recent court cases in Boston and Dallas have declared the suspension and expulsion practices discriminatory and illegal. See *Fact Sheet on Institutional Racism.*

TEACHER EXPECTATIONS, ATTITUDES, BEHAVIORS AND RACIAL PERCEPTIONS

Innumerable studies have demonstrated the central role teacher expectations play in molding student achievement. This is known as the "self-fulfilling prophecy." When teachers expect third world and/or poor students to achieve less than white middle-class students, their behavior to those students can reflect these beliefs and lead students to doubt their own ability. Lack of teacher reinforcement, less attention, more criticism and less praise are all aspects of this process. Third world students have been shown to exhibit either hostility or passivity within white-controlled institutions in which they feel powerless and unrespected. These behaviors are often attributed, by a white teacher, to the students' racial, cultural or socioeconomic background, rather than to the racism within the school and classroom.

QUALIFICATIONS

Most standards or qualifications for teachers, for other professionals and for other jobs have been set by the whites who hold power and decision-making authority in the particular profession or industry. Most employment tests bear no real relationship to the job and courts have ruled many tests illegal and discriminatory. The most inspiring teacher is not necessarily the one holding the most degrees. Qualifcations for teaching should include being a good role model for students, understanding and being able to communicate with students and respecting their background and culture, *as well as* subject knowledge. When professional standards set by whites are the only standards given importance in deciding who is "qualified," the results are usually hostile to the interests of third world children. A diversity of experiences, heritages and perspectives is essential to the positive development of all students living in a multi-racial society, and thus should be among the qualifications sought in recruitment of teachers.

SEXISM IN EDUCATION

CURRICULUM AND TEXTBOOKS

Studies of textbooks show that males are over-represented and females underrepresented as central characters; females are usually portrayed in the stereotypical role of housewife and largely ignored as workers and producers outside the home; males are usually shown in productive, authoritative positions outside the home. Men are depicted as resourceful, courageous, successful, capable, achieving individuals, while women are generally portrayed as passive, deriving their self-worth not by individual accomplishments and abilities but through family roles. They lack initiative, skill, bravery, competence and independence. The contributions of women to our culture, heritage and economy are ignored or underrated. This important aspect of sex-role socialization tends to cripple the self-image of girls, impair their psychological health, and limit their economic achievement, while encouraging boys toward competitiveness, aggressiveness and inhibition of emotions and feeling for others.

TEACHER EXPECTATIONS, ATTITUDES AND BEHAVIOR

All teachers are, themselves, products of the pervasive sex-role socialization of our society. Their own behaviors and their expectations for the behaviors of girls and boys in their classes, are factors that encourage sex-role conditioning of children. Teachers perpetuate these role-expectations in both subtle and overt ways. The division of classroom labor, of asking for "strong" boys to carry books or move furnishings, and asking for girls to dust or wash the chalkboards, perpetuates concepts of male strength and female weakness. Teacher attitudes which assume that girls love to read but are poor in math and science can be projected to students in a variety of ways, thus beginning a differentiation in skill acquisition that limits the career options of females. Allowing boys to be loud, noisy, boisterous and even angry, while expecting girls to control their behaviors and act like "young ladies" molds the behaviors of all youth into rigid sex-roles. Studies show that teacher interaction with boys and girls is totally differentiated (as is parental interaction). The sexist personnel practices of educational institutions that result in a preponderance of female teachers in the early grades and males in authoritative administrative positions, present role-models that also help to shape the attitudes of children to the capabilities of men and women.

INSTITUTIONAL CHANNELING

Females and males were often segregated from the earliest grades for athletic and hygiene lessons. Family life and homemaking courses on the one hand, and industrial arts courses on the other, were seen as separate activities for females and males from elementary school on. Vocational training was segregated, with beautician, secretarial and nursing courses for women, and metal working, plumbing and auto mechanics for men. More money was spent on athletic programs for males. The most honored women's team was the cheerleaders, who stand on the sidelines and cheer, while the men were actively engaged—good training for a later role of wife, secretary, nurse, etc. Many school systems had specialized technical schools reserved for males only. Colleges perpetuate the division of men and women and the inferior treatment provided women. Ann Scott notes a general admissions policy of colleges that divides entrance exams by sex and admit equal numbers of top-scoring women and men. While seemingly fair on the surface, this practice discriminates against women, as they generally score higher on these tests than do men. Women receive lower grants for financial school aid and married women are often denied grants since their husbands will supposedly provide for them, while married men often receive priority for grants since they supposedly must support their families. While change is occurring since passage of Title IX, the damage caused by institutional channeling remains pervasive.

INFORMATION SHEET ON SCHOOL DISTRICT

Note: Gather information about one school, if it is not available for entire district.

All information which can be gathered on this sheet *prior* to group use of the SCHOOL CHECKLIST will enhance the usefulness of the activity. The trainer may wish to gather this information, or may assign this responsibility to some participants in advance.

1. What is racial breakdown of the community or the students serviced by the district? (roughly)
   Percentage white ____
   Percentage Afro American ____
   Percentage Hispanic ____
   Percentage Native American ____
   Percentage Asian American ____

2. Of all those living in high-income areas, what percentage are white? ____
   Of all in middle-income areas, what percentage are white? ____
   Of all in low-income areas, what percentage are third world? ____

3. Are all the economic and racial groups well integrated in *each* school in the district? In each classroom of each school?

Category	TOTAL		WHITE		THIRD WORLD	
	Female	Male	Female	Male	Female	Male
School Board						
Superintendent						
Principals (H.S.)						
Principals (Jr. H.S.)						
Principals (Elem.)						
Other Administrators						
Teachers						
Guidance Staff						
Secretaries						
Maintenance Staff						
Lunchroom Staff						
Paraprofessionals						

A POLICY STATEMENT

ON

EQUAL EMPLOYMENT OPPORTUNITY

It is the belief and the policy of the State of Rhode Island that the race, color, religion, sex, national origin, handicap, or age of an individual should not serve as a barrier to his or her equal opportunity for employment. The Rhode Island Board of Regents for Education, that body responsible for the education of the citizens of Rhode Island, fully endorses this basic policy of nondiscrimination, except for religious organizations if the application of any antidiscrimination provision is not consistent with the religious tenets of such organizations.

State and federal laws and regulations bar discrimination in employment. Notably, the Equal Pay Act of 1963, the Civil Rights Act of 1964, Presidential Executive Order 11246, the Age Discrimination Act of 1969, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 prohibit employment discrimination based on race, color, religion, sex, national origin, age, or handicap. Under the 1972 amendments to Title VII of the Civil Rights Act of 1964, coverage was extended to all state and local governments, governmental agencies and political subdivisions.

Executive Orders #32, #14, and #19 direct each state agency to make nondiscrimination the policy of the agency and to rigorously take affirmative action steps to insure equality of employment opportunity.

The Board of Regents for Education recognizes that the mere elimination of discriminatory barriers to employment is often not in itself sufficient to provide equal opportunities. Consciously or unconsciously, practices or conditions may exist which adversely affect the employment opportunities of entire groups of people, most notably women and members of minority groups, and handicapped persons. The Board therefore directs the Rhode Island Department of Education, the public tax-supported institutions of higher education and local school districts to pursue affirmative action through politive and aggressive measures designed to support and fulfill the Board's commitment to equal employment opportunity.

In support of this commitment, the Board of Regents shall require the creation of programs of affirmative action that will insure nondiscrimination in employment and which include remedies to overcome the effects of any past exclusions.

To provide such opportunity, more than passive neutrality is needed. Positive actions are required if employment opportunities are to be open to all. The most proper means for meeting the state's commitment and the Board's responsibility is through the creation and implementation of affirmative action plans.

The Board of Regents furthermore accepts its responsibility to provide leadership in promoting nondiscrimination and equal employment opportunity and shall require other private institutions and local education agencies involved in the education of the people of Rhode Island to actively and aggressively pursue programs and activities designed to remove any existing barriers to the provision of equal employment opportunity.

The Board of Regents will commit and utilize a variety of resources in support of its policies and will make available to education agencies all possible assistance and resources in the provision of equal employment opportunity and affirmative action.

The Commissioner of Education is charged with insuring that the personnel policies and practices of the Board of Regents, the Department of Education, the public institutions of higher education and local education agencies adhere to both federal and state laws and regulations and the policy and regulations of the Regents regarding affirmative action and equal employment opportunity.

The Commissioner is responsible for the development and promulgation of any additional regulations and guidelines necessary to achieving the purposes of the foregoing policy and to impose appropriate sanctions or penalties where necessary, subject to the approval of the Board of Regents.

ENFORCEMENT

These regulations are established pursuant to Article 15 of Executive Order No. 19 of the Governor of the State of Rhode Island, Executive Orders No. 11246 and 11375 and Policy of the Board of Regents for Education on Equal Employment Opportunity and Section 16-49-6, 16-5-30 of the General Laws of Rhode Island.

All recipients of state financial assistance, including state agencies not in compliance with the provisions of these regulations in the administration of its policies and practices, shall be subject to appropriate sanctions and disciplinary actions imposed by the Commissioner of Education, and consistent with the legal authority of the Board of Regents.

The Board of Regents, through the Commissioner of Education, shall have ultimate responsibility for enforcing and monitoring the implementation of these regulations and for ensuring compliance with these regulations.

Each unit receiving state financial assistance and resources shall as a condition to its receipt of such assistance and resources provide an assurance that it shall comply with the requirements of these regulations in the development of Affirmative Action plans required by the Commissioner of Education.

Prior to the approval of financial assistance or resources to recipient organizations and agencies the Department shall determine the compliance status of the recipient with regard to these regulations.

The basis for such determination shall be the submission of an appropriate assurance of compliance. When a determination cannot be made, additional information may be required.

All recipient organizations and agencies shall submit on a date designated by the Commissioner but not less than annually, reports or other documentation required to insure compliance with these regulations. The Department of Education shall periodically, but not less than once every 2 years, conduct a field review of each recipient organization or agency to determine compliance with the implementation of these regulations.

In cases of such noncompliance, if the Commissioner is unable to resolve the matter informally, the Commissioner shall undertake all necessary steps to effect compliance.

Such steps shall be undertaken only after:

(1) the Commissioner has determined that compliance cannot be informally secured,

(2) the recipient has been notified in writing of its failure to comply, and

(3) the recipient has been informed of the proposed actions to be taken to enforce compliance.

If an investigation indicates that no action is necessary, the Commissioner or his or her designee will so inform the recipient.

If there appears to be a failure or threatened failure to comply with these regulations and if the noncompliance cannot be corrected informally, compliance with these regulations may be effected by the imposition of penalties and sanctions including the withholding of state financial assistance to the recipient.

Such other means for effecting compliance may include but are not limited to:

(1) a reference to the Attorney General's Office, or

(2) any applicable proceding under State law.

Any final decision of the Commissioner, which provides for the imposition of penalties, sanctions, and other disciplinary actions shall be promptly transmitted to the Board of Regents who may approve the decision, vacate the decision or mitigate sanctions, penalties, or disciplinary actions imposed.

There shall be an annual review of these regulations by the Commissioner of Education to determine if they are sufficient to achieve the purpose of the Regents' Policy on Equal Employment Opportunity. Recommendations for changes, when warranted, will be made by the Commissioner to the Board of Regents.

Adopted: August 24, 1977
Reaffirmed: May 24, 1979